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THE TEST AND STUDY SPELLER

BY

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SECOND BOOK

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INTRODUCTION

The Fundamental Problems of Spelling. — 1. What words should a pupil know how to spell when he finishes the elementary school?

2. In what grade should each particular word be taught?

3. What are the most economical ways of learning and teaching spelling?

These are the three fundamental questions of spelling in our schools. As complete and definite scientific answers to these questions as possible were sought; and, on the basis of these extensive investigations, the words in this book were selected and placed into the various grades, and the lessons planned according to the latest developments in the psychology and pedagogy of spelling.

The Selection of the Words. — Which words should a pupil know how to spell? The common sense answer is: He should know how to spell the words that he needs to write as a child, or that he will need to write as an adult. How may we know what these words are? By finding out the words that both children and adults use in their writing.

Recent years have brought forth a number of very extensive tabulations of the words used in writing by various classes of persons and the frequency with which each word is used. The following are the chief studies:

The Eldridge List. — Mr. R. C. Eldridge, a business man in Buffalo, New York, reported in 1911 a tabulation of 43,989 running words from four different newspapers in

which he found 6,002 different words that occurred from one to twenty or more times.

The Ayres List. — Dr. L. P. Ayres of the Russell Sage Foundation tabulated 23,629 words from 2,000 letters, chiefly business letters, and found 2,001 different words.

The Jones List. — Professor W. F. Jones of the University of South Dakota tabulated 15,000,000 running words from 75,000 themes written by 1,050 pupils in Grades II to VIII, in four states, and found 4,532 different words.

The Cook and O'Shea List. — Dr. W. A. Cook tabulated 200,000 running words from the family correspondence of thirteen persons and found 5,200 different words.

These four tabulations represent four different fields of writing, each being the most extensive in its field, namely, journalistic, business, juvenile, and private domestic vocabulary. One important type of vocabulary had never been tabulated, namely, the vocabulary of our best current literary writers. Children ought not to be confined to the words which they naturally use (Jones List), nor to adult business vocabulary (Ayres List), nor to newspaper vocabulary (Eldridge List), nor to the vocabulary of ordinary family correspondence (Cook List). An important point in learning to spell is to learn also those words which will enrich a person's vocabulary. Hence, one of the authors made a tabulation (Starch List) of the vocabulary of the best current literary authors. This tabulation is unpublished but is on file in the library of the University of Wisconsin.

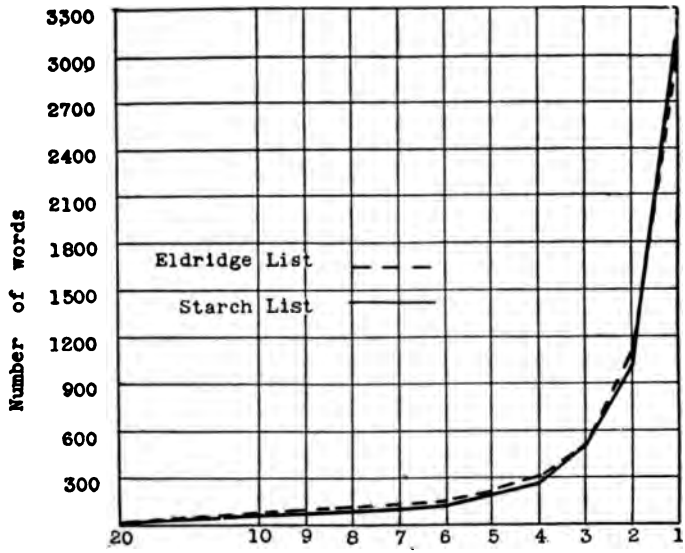
The Starch List (1915). — Professor Daniel Starch tabulated some 40,000 running words, about 1,000 from each of forty authors in eleven current, high-grade magazines. This yielded 5,903 different words as follows:

3,111 words occurred each, once
1,009 words occurred each, twice

512 words occurred each, three times
280 words occurred each, four times
189 words occurred each, five times
121 words occurred each, six times
97 words occurred each, seven times
82 words occurred each, eight times
53 words occurred each, nine times
255 words occurred each, ten to nineteen times
224 words occurred each, twenty or more times

From these five basic vocabulary investigations, together with a sixth extensive study (the Anderson List mentioned below), the words for this book were selected according to the following plan: All words occurring three or more times in the Starch List, all words occurring three or more times in the Eldridge List, all words occurring seven or more times in the Cook List, and all words in the Ayres 1000-Word List were selected if they occurred also in one other list including the Jones List. This safeguarded against the inclusion of words confined to one type of vocabulary only. For example, the word "cupfuls" occurred twenty-one times in the Starch List but in no other list. Hence it was excluded.

The reason for selecting the words that occurred three or more times in the Eldridge List or in the Starch List was that the words occurring less frequently are relatively rare and constitute a very small part of the running words of ordinary writing. This point may be shown most emphatically by the graphs on page vi, on which the relative number of words of different frequencies is indicated. A remarkably close parallel exists between the Eldridge and Starch Lists. The particular point to note in the graphs is the fact that the sharp bend in both curves occurs between words whose frequency lies between two and three. Beyond



three the curve shoots up very rapidly. This same breaking point occurs in the Cook List between six and seven. Words occurring three or more times in the Starch and Eldridge Lists and seven or more times in the Cook List constitute over nine-tenths of all running words. This process of selection yielded 2,626 words.

The Anderson List (1917). — Dr. W. N. Anderson of the University of Iowa tabulated 361,184 running words found in 3,723 letters written by six classes of persons, designated as: professional, business, domestic, miscellaneous, personal, and farming. He found 9,223 different words, from which he prepared a list of 3,105 words by selecting all words occurring a total of five or more times in three or more of the six groups.

This list of 3,105 words was checked against the original list of 2,626 words to ascertain all the words in the Anderson

List which were not among the 2,626 words. This brought 1,137 words which, together with a few other words that the authors felt should be included, have been added to the original list of 2,626 words, making a total of approximately 3,800 words.

This final list of some 3,800 words, brought together in this book, represents, therefore, the selection of the most common words in the English language, and is based on the six extensive and basic vocabulary tabulations made up to the present time. These six tabulations represent substantially all phases of writing, namely, journalistic (Eldridge), business correspondence (Ayres), juvenile (Jones), personal correspondence (Cook), literary (Starch), and varied correspondence (Anderson). These investigations represent an analysis of a total of some 690,000 running words besides the 15,000,000 running words tabulated by Jones.

This list of about 3,800 words, arrived at by scientific investigation and actual experience, constitutes a spelling list of all words of reasonably common occurrence in actual writing but not words of uncommon occurrence. It is obvious that it is not only useless but wasteful of a pupil's time to learn to spell words which he will never use in writing and at the same time neglect to master thoroughly the words he will actually use.

A discussion of the two other fundamental questions of spelling, — particularly as to the most economical ways of learning and teaching the subject, will be found in the First Book under "Suggestions to Teachers." Considering the great amount of experimental data on hand bearing on the teaching of spelling, the actual improvement in practice would seem to be altogether disproportionate. This lack of improvement is largely due to the fact that the experimental data have been in technical form and have not been accessible to the teacher and supervisor. It is the purpose of the

following suggestions to simplify the results of these experiments so as to make them applicable for classroom use.

Grateful acknowledgment is due the following educators who have read the manuscript critically and contributed many constructive suggestions: B. R. Buckingham, Professor of Education and Director of the Bureau of Educational Research, University of Illinois; Charles A. Coulomb, District Superintendent of Schools, Philadelphia; Dr. Leta S. Hollingworth, Assistant Professor of Education, Teachers College, Columbia University; W. H. Holmes, Superintendent of Schools, Mt. Vernon, N. Y.; George Melcher, Director, Bureau of Research and Efficiency, Kansas City, Mo.; Lydia Miller, Principal, Public School No. 150, New York City; Dr. Margaret E. Noonan, Harris Teachers College, St. Louis, Mo.; H. C. Pryor, Head of Department of Education, Northern Normal and Industrial School, Aberdeen, S. D.; C. C. Russell, Assistant Superintendent of Schools, New Haven, Conn.; W. F. Tidyman, Head of Department of Education and Director of Training School, State Normal School for Women, Farmville, Va.; and Clifford Woody, Associate Professor of Education, University of Washington.

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CAMBRIDGE, MASS.,
January, 1921.

SUGGESTIONS TO TEACHERS

In the first book of this series under the above heading will be found a discussion of the "Principles of Method in Teaching Spelling as Derived from Scientific Investigation." This discussion will not be repeated here, although these "principles" are fundamentally important in the teaching of spelling in all grades. Teachers in Grades V and VI should test their own methods by them. Here we shall consider the problems relating particularly to spelling in the grades for which this book is intended.

These problems are grouped under five headings.

I. **The Grouping of Words into Exercises.** — It will be noted that the new grade words are grouped into exercises of from twelve to twenty words each, and that the review exercises contain a larger number. This plan has been adopted as the one best suited to the various spelling abilities of individuals and of classes, a variability due to differences in native ability, to differences in teaching efficiency in the previous grades, and to differences in the cultural background of individuals, of classes, and of entire schools.

Professor Starch found in his study of the spelling attainments of pupils, in which about 8000 pupils were tested in 28 schools in 15 cities scattered over the country, that the poorest school averaged around 60 per cent in its various grades while the best school averaged around 90 per cent in every grade.

Professor Jones reports the range of individual vocabularies in his "Concrete Investigation of the Material of English

Spelling." He states that in Grade II the most meager vocabulary of any pupil was 431 words and the largest, 924 words. In Grade VIII the most meager vocabulary was 1409 words and the largest 2812 words.

Most pupils know how to spell at least half of all the common words they use in writing and some have no trouble with a much larger proportion. However, no one can foretell which words in a given list any one pupil will or will not spell correctly.

With these wide variations in spelling attainment, spelling ability, and range of vocabulary, it becomes educationally impossible to assign exactly two or more specific words per lesson to all classes and to all individuals. It appears, therefore, to be educationally necessary to present a group of words for initial testing in spelling large enough to give opportunity for all pupils to discover some words that need intensive study.

The number of words in a group is important, and the proper number can be determined only by an experimental study in each grade. The experience and observations of the authors and the studies of Professor Buckingham and of Mr. George Melcher have led to the use of a larger number of words in a group than has been customary in recent spellers.

It has, however, been pretty clearly demonstrated that a pupil makes more permanent progress in spelling if he fixes his attention on a few words at a time (two to four or five) rather than on a large number. But again *interest* and the abilities of the pupils are the factors of the problem, and the teacher alone is competent to judge how it should be solved in a particular instance. If a pupil misspells a large number of words in the initial test, the teacher should have him

concentrate his study on only that number which he can learn successfully.

II. **The Pupil's Individual Study of a Word.** — In the "Suggestions to Teachers" at the beginning of the book for Grades II–IV attention was given in considerable detail to desirable methods of teaching and studying words. Only a summary of these will be given here.

Before making this summary it will be well to emphasize the fact that the right way to teach a word is also the right way for pupils to study it by themselves. Teaching should be thought of as socialized study in which the teacher is but the leading pupil. Pupils cannot be relied on to use these methods of themselves in private study; the teacher must lead them to do it. Without proper instruction they are liable to fall into a routine of mechanical, wasteful, and more or less thoughtless repetition of letters, which makes it important that pupils in these grades should develop the proper habits of studying the spelling of words.

Summary of Teaching and Studying Words

1. The first thing is to make sure, as far as it is possible, that each pupil can pronounce correctly and use intelligently every word in the entire group on which the initial test for spelling is to be made. Teachers should not delay on words that pupils already know, although it is not well to assume this knowledge. The only sure way is to apply the tests. If a word is pronounced inaccurately or uncertainly, that is one to be written on the board, divided into syllables, and marked for accent; or if a word is used in a sentence in a way to throw doubt on the pupil's understanding of its meaning, that is a word on which time can profitably be spent in developing meaning.

2. Now the class is ready for the initial spelling test. The words should be dictated for pupils to write, all words that require it being put into short sentences.

The misspelled words should be indicated (marked) (1) by the teacher, (2) by each pupil marking his own paper, or (3) by the pupils after an exchange of papers. Each pupil makes a list of his misspelled words which becomes *his* spelling lesson.

3. For a class study of the misspelled words the teacher may proceed somewhat as follows:

To the pupils:

(*a*) " Select one of your misspelled words."

(*b*) " Find it in your speller and write it correctly on a piece of paper."

(*c*) " Using this correctly spelled form, underline the part you misspelled."

(*d*) "Look at the word, especially the part you have underlined. Close your eyes and try to see it. Open your eyes and think whether or not you saw it correctly when your eyes were closed.

(The teacher should have this repeated once or twice.)

(*e*) " Now turn your paper over and write the word from memory."

(*f*) " Pronounce it to yourself in a whisper, pausing between the syllables and thinking how the word looks, especially the part that you have underlined."

(At this point the teacher may herself effectively pronounce and spell the word on which some of the poorer spellers are working.)

(*g*) " Fold the word out of sight and write it again. Compare this with the word in the book."

(*h*) " If you have made a mistake, study the word and write it again and again until you have written it several times correctly."

(The teacher will direct the study of two or three words, and then allow the class to study a word by itself in the same way.)

(*i*) " Take a fresh piece of paper and write from memory all the words you have been studying. Compare them with the words in the book," etc.

The teacher will thus study with the pupils two or three words in enough different exercises to fix this method as a habit of study, and, from time to time, strengthen the habit. She will also, from time to time, using the blackboard, study with the class a word which a large part of the pupils has misspelled.

The teacher should not be disturbed if all pupils do not become perfect spellers, and it is well to keep in mind that, while right methods of teaching and study are good for poor and good spellers alike, it is also true, as Professor Hollingworth states, that " not all children can learn by the same instruction." Some need more seeing study, some more hearing study, and some more muscle (writing) study.

III. **Enlarging and Enriching the Vocabulary.** — By common consent the words that children should learn to spell with a high degree of consistent accuracy are those that they actually use in writing their own thoughts. To these *actually used* words should be added those that children *need* in order to convey their thought with clearness and precision, and to refine it.

When children have mastered the art of writing to the extent that they can use it in writing sentences, they possess

a small vocabulary that they use automatically. This small vocabulary may be called the *nucleus* vocabulary or, as some have called it, the *active* vocabulary. But outside of this nucleus vocabulary there is a *fringe* of words, sometimes called the *passive* vocabulary, from which additions are constantly being made to the nucleus. Ordinarily these additions to the nucleus of the written vocabulary are made casually and more or less unconsciously, but they should also be made *systematically* and *consciously* through the spelling lessons as well as through the lessons in written composition. In this way the fringe words are constantly becoming nucleus words.

It is, however, fully as important to enrich the vocabulary as to enlarge it. By enrichment is meant increasing the knowledge of the various meanings of a word and of its different uses so that it becomes a more effective instrument of thought and expression.

Dr. Dewey writes on this point as follows:

"One way in which the fund of words and concepts is increased is by discovering and naming shades of meaning — that is to say, by making the vocabulary more precise. Increase in definiteness is as important relatively as is the enlargement of the capital stock absolutely."

This enrichment is increased also through a study of the history of words, for thus one comes to think of words as living things subject to changes of form and use, even as human beings are.

Such a study of the varied meanings of words, such practice in using them according to their different meanings, such a knowledge of word history, even though it be slight, can scarcely fail to arouse a general interest in words that will reinforce interest in spelling. That there is a relation between

knowing the meaning of a word and its correct spelling seems to be established by Professor Leta S. Hollingworth in her study of "The Psychology of Special Disability in Spelling." She states that "knowledge of meaning is probably in and of itself an important deterrent of error in spelling"; that "children will produce about sixty-six and two-thirds per cent more of misspellings in writing words of the meaning of which they are ignorant or uncertain, than they will produce in writing words the meaning of which they know."

IV. **The Use of the Dictionary.** — Pupils should begin to use the dictionary not later than the fifth grade.

In matters of pronunciation one can get little help from the dictionary unless he carries to it some knowledge of syllabication, of accent, and of the most common letter sounds. This knowledge need not be extensive, but it should be accurate. The reason for the limited amount emphasized in this series is set forth in the "Suggestions to Teachers" in the book for Grades II–IV. Having this limited amount of accurate knowledge, pupils may be taught how to supplement it by the use of the "helping words" at the bottom of each dictionary page.

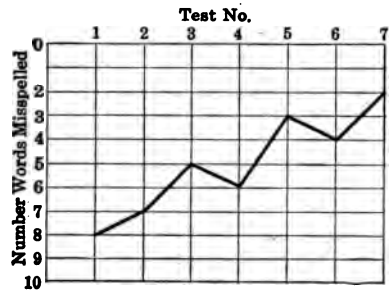
A word about spelling rules may be properly inserted here.

The helpfulness of rules in spelling is so doubtful that they are not used in this book. Attention is called, however, to certain facts peculiar to some words as they occur for study. When all is said in favor of rules for spelling, it still remains true that, if one must wait to test his spelling of a word by a rule, he is not master of that word. In case of doubt a dictionary is a much more reliable guide than a rule, for the very word in question may be an exception to the rule.

V. **Creating and Keeping Interest.** — What has been said in "Suggestions to Teachers" in the earlier book will not

be repeated here. But in addition to what was suggested there it may be noted that *change* is one important factor in maintaining interest, and that the *spirit of coöperation* and the *opportunity for initiative* and for *suggestion* by the pupils are other factors. It may also be noted that children, like adults, are stimulated by *seeing* the results of their labors. It is for this reason that devices are put up in public places to show the progress of subscription campaigns, or that physical measurement cards are given to college students on which progress in strength is recorded. These various devices can be adapted to school use, and pupils, if they are encouraged, will propose many others. Each pupil can make in the back of his spelling notebook a diagram as follows, *i.e.* a graph.

MONTH OF JANUARY



The records of failures in initial tests should not be entered, but only those in the tests after study.

A standard of improvement, not of perfection, should be agreed on. Most pupils can meet this standard with occasional setbacks.

A school or class graph may be kept on the board on which is recorded from time to time the class average of words misspelled in tests after study.

FIFTH GRADE

TO TEACHERS

The full program of study here laid out may be more than some teachers can accomplish comfortably, either because their pupils are not strong in language, or because their time allotment is too small. To such teachers it is suggested that the 100% test words are of first importance, and that the words in exercise 77 come next in importance. Exercises 71–75 are made up largely of what might be called supplementary words and they may be omitted. The dictionary studies are so arranged that the words connected with them may be studied without reference to the dictionary.

It will be noted that the directions at the beginning of the exercises are written *to the pupils*. Pupils in this grade should grow steadily in a sense of responsibility in spelling and of pride in their skill in studying. The children should read these directions and explain how they will proceed in carrying them out.

Correct and distinct pronunciation and familiarity (not simply acquaintance) with the common meanings of words are of equal importance with correct spelling, and should be emphasized before dictation for spelling.

Much of the pupil's progress in spelling will depend upon his keeping, for constant study and review, a list of the words which he misspells, until their correct spelling becomes automatic. He will be greatly helped to this end by the habit of analytic attention to his mistakes, by which their specific difficulty is located, and by a correct method of overcoming these difficulties. For suggestions as to how these results may be obtained, teachers are referred to "Suggestions to Teachers," pages ix–xvi.

The words in the following eleven exercises are those often misspelled by second-grade pupils. All the words in an exercise should be pronounced thoughtfully by several pupils. Then they should be dictated as a test.

One hundred per cent is the standard of attainment for these tests.

Pupils should keep a list of all words misspelled and review them until they are mastered.

1. 100% Test

about	babies	again	always
among	back	banana	chased
been	carry	catch	does
care	dishes	ditch	don't
each	early	eight	enough

2. 100% Test

fairy	garden	feed	first
father	having	goes	great
getting	jumped	hear	happened
half	kept	kisses	knife
letter	like	little	making

3. 100% Test

mama	name	many	might
nearly	off	never	new
once	only	oranges	pair
picked	paid	pencil	rabbit
read	ride	says	school

4. 100% Test

tail	use	told	than
take	very	walked	want
week	what	another	ate
went	yesterday	around	before
were	any	began	better

5. 100% Test

bird	done	cherries	dress
caught	earlier	chicken	eraser
down	floor	draw	found
every	grown	eyes	ground
flies	halves	for	children

6. 100% Test

going	heard	mother	next
knives	friend	our	picture
orchard	other	picnic	piece
played	riding	shoes	then
right	said	their	used

7. 100% Test

when	anything	autumn	begin
which	blue	bought	bread
where	boxes	brother	flour
white	climb	dressed	coming
whose	could	color	four

8. 100% Test

gone	month	hide	much
here	playmates	pony	high
over	sitting	skate	pole
pieces	there	thing	they
rode	think	mouth	wish

9. 100% Test

woman	brought	would	beginning
buy	climbed	colors	cream
cried	flowers	friends	funny
fourth	tries	write	ponies
home	house	present	pretty

10. 100% Test

putting	skating	soon	squirrel
some	summer	swept	tried
something	throw	time	stepped
thought	horse	prettiest	too
those	writing	stories	threw

11. 100% Test (Review of Second-Grade Demons)

once	heard	write	hear
does	here	always	where
writing	there	used	some
done	women	making	friend
says	dear	been	many

THE USE OF THE DICTIONARY

The dictionary is the book in which we may find out almost everything we wish to know about words. But we must learn how to use it. First we will learn how to find a word.

1. Open your dictionaries. At the top of each page you will find "helping words," as they are called.

Using these "helping words," find where the words beginning with the letter *a* start and end; those beginning with the letter *b;* and so on through the alphabet.

2. Now turn to the first page of the words beginning with *a.* Still following the "helping words" at the top of the page, you will see that the *second* letter in the word is *b.*

Turn the page and see that all the *ab* words are together, and that they are followed by the *ac* words. Then come the *ad* words, then the *ae* words, the *af, ag, ah* words, and so on.

You will notice also that the third letter in the *ab* words is first *a,* then *b,* then *c,* and so on.

3. Using the "helping words," find the words given below as quickly as you can.

4. The words in the first column below are arranged in the dictionary order, or in alphabetical order, as it is called.

Arrange the words in the second column in alphabetical order.

Arrange the words in the last two columns in alphabetical order.

12

able	became	steak	clay
aim	basin	daily	police
alphabet	brook	drawer	grand
angry	button	club	wife
awhile	beneath	candle	husband

Write these words from dictation.

13

Pronounce these words and use them in sentences.

Write the figures for which these words stand, as *1st*, *2d*, etc.

Write these words from dictation.

first	fourth	seventh	tenth
second	fifth	eighth	eleventh
third	sixth	ninth	twelfth

14

Copy these words, leaving a space between the two words of which they are made, as *it self*.

Which of these words end in *man?* Write the words that you would use if you were speaking of two or more of these people (the plural forms).

beefsteak	windmill	policeman	ourselves
fireman	nothing	sideboard	homesick
watchman	salesman	somewhere	motorman
seashore	headache	necklace	overcoat
pasteboard	signboard	typewriter	whatever

15

Pronounce these words and explain how the plural form is made from the singular form.

domino	country	crutch	lily
dominoes	countries	crutches	lilies
volcano	raspberry	glass	knife
volcanoes	raspberries	glasses	knives
negro	dictionary	moss	himself
negroes	dictionaries	mosses	themselves

16

The words in groups are synonyms.

delay	angry	rivulet	crayon
wait	vexed	brook	chalk
report	beneath	carriage	frighten
tell	under	buggy	scare

17

Arrange the synonyms in groups.

pain	lounge	roll	ache
sofa	robber	flower	thief
late	biscuit	lame	crippled
tale	tardy	story	blossom

18

Some common words hard to spell.

fail	oyster	eaves	separate
wagon	lobster	field	shawl
croquet	cousin	rhubarb	snail
fright	speak	throat	welcome

19

Some common words easy to spell.

become	copper	perhaps	strike
bother	errand	shave	struck
cackle	forgive	skip	swan
checkers	forgave	slipper	vowel
change	narrow	stop	wide

THE USE OF THE DICTIONARY

The dictionary will help us pronounce a word correctly. To learn how it will help, find the word *ivy*. It is separated into two syllables, *i vy*. The accent mark is on the first syllable, *i'vy*.

At the right the word is spelled again to show the sound of the letters, thus: *ī'vĭ*.

We learned about the sounds of letters in the third and fourth grades, but, if we have forgotten them, the dictionary has some helping words, this time at the bottom of the page. There we shall find a number of little words with the vowels marked in different ways. If we look carefully, we shall find one that has an *ī* in it. This will recall the sound of *ī*. We shall also find a word with an *ĭ* in it, and this will recall *ĭ*.

Now we can put these sounds into our word *ivy* and know that we are pronouncing it correctly.

1. Copy the following words, separating them into syllables.
2. Mark the accent of each word.
3. Mark the sound of each vowel.
4. Cross out the silent letters.
5. Find each word in your dictionary and see if you have marked it correctly.
6. Write your own full name.
7. Divide each word that can be divided, into syllables.
8. Mark the accents and cross out the silent letters.

20

Write these words from dictation.

indeed	rope	zero	frame
clam	smash	print	rust
joke	smile	plump	rusty
selfish	tablet	globe	punish

21. Review

aim	alphabet	beneath	became
button	steak	awhile	daily
fourth	themselves	eighth	volcanoes
headache	policemen	signboard	ninth
typewriter	twelfth	overcoat	country
dictionary	delay	carriage	countries
crayon	pain	tardy	fail
frighten	biscuit	blossom	speak
snail	cousin	fright	field
throat	separate	welcome	narrow

22

Pronounce the last syllable of each word distinctly. Spell the shorter word from which each one is made.

failing	promising	stopping	becoming
changing	shaking	smiling	meaning
forgiving	shaving	sneezing	striking
scrubbing	skipping	joking	tasting

23

Pronounce the last syllables distinctly. Spell the shorter word from which each one is made.

formed	changed	frightened	shaved
stamped	crippled	lighted	skipped
aimed	dismissed	promises	smiled
bored	forgives	scrubbed	tasted

24. Review

These words are often misspelled because they are not pronounced correctly. Practice pronouncing them, giving special attention to the parts that are underlined.

off	what	thing	ex cept
for	when	than	fa ther
had	while	throw	ev er y
horse	which	threw	to geth er
just	white	thrown	veg e ta ble
kept	height	strength	li bra ry

25

Some words we use in arithmetic.

denominator	numerator	decimal	difference
divisor	multiply	division	common
fraction	dividend	multiplier	addition

26

subtraction	product	minuend	multiplicand
quotient	remainder	thousand	subtrahend
eighty	ninety	zero	multiplication

27

Put the proper words from exercises 25 and 26 in place of the blanks. Write the entire exercise from dictation.

1. The number .25 is a —— fraction.
2. The answer in a division example is the ——.
3. If I take four from six, the answer is the —— or ——.

4. Three times four is an example in ——, and the answer is the ——.

5. The number $\frac{4}{5}$ is a —— fraction. The number below the line is the ——.

6. In the example, eight divided by four, the number eight is the ——. The answer is the ——.

7. In the example, nine less two, the number two, is the ——.

8. If I divide six by three, the number three is the ——.

9. In a common fraction the number above the line is the ——.

10. In the example, seven times three, three is called the ——.

11. Ten multiplied by eight equals ——.

12. If I take five from five, —— is left.

13. Seven less three is an example in ——.

14. What do we call the smaller number in an example in subtraction?

28

Pronounce the words and the *d* or *ed* forms made from them, as *jerk, jerked.* Write both forms when one is dictated.

blush	hail	toss	please
color	jerk	bristle	plunge
drown	oil	bruise	pronounce
finish	pump	close	prove
flutter	seem	dive	scramble

NOTE. Have pupils see that some of these words end in a consonant and some in a vowel; also that *d* alone is added to the words that end in the vowel *e*.

29

Pronounce these words and the *d* or *ed* forms that are made from them. What is the difference in pronunciation between these *d* and *ed* forms and those in exercise 28?

date	scold	quiet	visit
divide	heat	suit	point
parade	crowd	need	repeat
taste	expect	accept	scald
hate	hand	fold	surround

30

After carefully pronouncing these words, fill in the blank spaces in the sentences with the right words from the list.

choose	forgive	shake	speak
choosing	forgiving	shaking	speaking
chose	forgave	shook	spoke
chosen	forgiven	shaken	spoken

1. With which hand do you —— hands?
2. Last year we —— nuts from the trees.
3. Have you —— the dust from your cloak?
4. The children —— sides in the game.
5. Three were —— on each side.
6. Have you —— your friend for hurting you?
7. Yes, I —— her as soon as she asked me to.
8. There is an old saying that children should not speak before they are —— to.
9. Children should keep still while older people are ——.
10. In winter we sometimes come into school —— with the cold.

31

Pronounce and use in sentences. Be careful to pronounce *ing* clearly.

A

empty	multiply	deny	pity
emptying	multiplying	denying	pitying
empties	multiplies	denies	pities
emptied	multiplied	denied	pitied

B

stay	delay	destroy	enjoy
staying	delaying	destroying	enjoying
stays	delays	destroys	enjoys
stayed	delayed	destroyed	enjoyed

NOTES. (1) When *ing* is added to a word ending in *y*, the *y* is not changed.

(2) When *s*, *es*, or *ed* is added to a word ending in *y*, the *y* is changed to *i*, if a consonant comes before it. (See exercise *A*.) But if a vowel comes before the *y*, it is not changed. (See exercise *B*.)

(3) Find in the dictionary the word *stay*. What other form may be used instead of *stayed?*

When two forms of a word may be used, the first one given in the dictionary is the better one. Which is the better one in this case?

Find the words *swim*, *dive*, *swell*. Write the better forms in place of the blanks in the following sentences:

(*a*) Last summer I —— and —— in the river.
(*b*) My finger has —— where I bruised it.

32

Rules for making the possessive forms

1. To make the possessive singular form, add *'s* to the *singular* form.

2. To make the possessive plural form, add ' only to the *plural* form.

Some exceptions: men's, gentlemen's, women's, children's.

Work exercise *A* with the teacher, work *B* alone.

A

hurry+ed	empty+es	early+est
beauty+ful	lady+'s	pretty+est
monkey+s	ladies+'	fairy+s
busy+ly	county+es	factory+es

B

*sly+ly	saucy+ly	study+es
carry+ed	plenty+ful	study+ing
carry+ing	pretty+ly	reply+ing
carry+es	destroy+ed	reply+ed
hurry+ing	delay+ed	reply+es

*Find the word *sly* in the dictionary. Which is the better spelling when *ly* is added?

33

Pronounce and explain the difference in meaning between words in the same group.

single	bitter	flesh	scalp
double	sour	muscle	brow
jar	glue	visitor	lonesome
keg	mucilage	caller	alone

34. Review

changing	lighted	beginning	decimal
frightened	height	thrown	becoming
divisor	difference	dismissed	stamped
quotient	ninety	drowned	multiplier
pronounce	pleased	scold	eighty
heated	surrounded	accepted	quiet
choosing	emptied	chose	repeated
empties	destroys	plentiful	forgiving
replies	earliest	carries	pitying
studying	ladies	busily	multiplied

35

Some common words often misspelled.

aloud	eighty	apiece	useful
business	ninety	altogether	useless
canoe	hearing	office	upper
choice	juicy	village	paddle
scholar	generous	pleasure	whenever

36

Pronounce and explain the meaning.

bicycle	dentist	fuel	factory
pedal	gargle	kindlings	factories
lard	ounce	heating	job
vinegar	radiator	grate	boss
mustard	range	furnace	oil

THE USE OF THE DICTIONARY

We have already learned (1) how to find a word in the dictionary, (2) how to find the correct pronunciation of a word, and (3) how to find which is the better spelling of a word if two spellings are correct. Now we will learn how the dictionary can help us find the meanings of words, for many words have more than one meaning.

Find the word *cuff* in the dictionary.

Find the meaning that fits the word *cuff* or *cuffs* in each of the following sentences.

1. It is not polite to cuff a playmate.
2. The boy gave his dog a cuff on the ears.
3. Our cuffs become dirty when we play ball.

37

Find in the dictionary each underlined word. Copy each sentence, putting another word or words in place of each one underlined.

1. No one should become cranky.
2. Yesterday we had a drill in spelling.
3. A hole is made in a rock with a drill.
4. My friend lives in a flat.
5. We used a big, flat rock for our table.
6. Can you point to the north?
7. My pencil has a sharp point.
8. Mother asked me to post the letter.
9. A horse was hitched to a post.
10. The fairy's crown was made of gold.
11. "And Jack fell down and broke his crown."
12. The rose smells sweet.
13. The balloon rose high in the air.

38

Write from dictation the sentences in exercise 37. All the words that are used have been studied in this grade or earlier ones.

39. 100% Test

The words in this exercise and in the five following exercises are often misspelled by third-grade children. Pronounce them carefully and then write them from dictation.

across	afraid	basket	answer
balloon	chimney	asked	circle
apron	chimneys	cities	bead
chair	forgetting	fine	find
taught	fifteen	because	few

40. 100% Test

hope	its	just	hour
laid	meet	laughed	minute
music	o'clock	need	open
quiet	ribbon	remember	opened
scared	scissors	warm	washed

41. 100% Test

know	lose	Tuesday	pitcher
loving	knew	money	morning
nickel	often	pigeon	studied
running	studying	robin	written
whole	uncle	wrong	violet

42. 100% Test

aunt	between	cookies	feeling
berries	corner	blew	hurt
clean	bottom	fence	boat
cleaned	dandelion	hungry	couldn't
dinner	farther	kitchen	learn

43. 100% Test

Saturday	peanut	lemonade	front
people	leaf	passed	gnaw
lessons	leaves	learned	didn't
dropped	farm	cracker	country
curtain	cupboard	broken	broke

44. 100% Test

break	busy	build	show
breakfast	shining	building	built
shoulder	stopped	while	started
straight	teacher	through	took
straightened	sure	umbrella	Wednesday

45. Fifth-Grade Review

replied	beefsteak	field	ladies
fail	county	forgive	needed
fourth	cousin	headache	pronounce
awhile	daily	overcoat	quotient
becoming	errand	heap	repeat

46. Fifth-Grade Review

ɪnth	separate	vowel	altogether
ːath	eighth	selfish	bitter
ɪten	tasted	bicycle	double
ȝes	vegetables	center	choice
y	apiece	eighty	fault

47. Fifth-Grade Review

h	carriage	snail	themselves
ɹit	twelfth	bruise	ninety
er	shawl	indeed	ounce
ɾ	scholar	muscles	please
ɹinder	aloud	threat	pleasure

48. Fifth-Grade Review

on	difference	speaking	forgiving
ze	thousand	empty	office
ːwhere	drowned	generous	heating
ther	hearing	hurrying	meaning
ɲess	mucilage	multiplier	surround

49

ɹd a synonym in the dictionary for each word.

l	noticed	cruel	fluffy
ːt	clerk	hardly	crazy
	kernel	proof	heap
ɹ	moment	bald	sash

50

Find the word *antonym* in the dictionary.
Write an antonym for each word.

cowardly	untruth	lucky	sank
distant	sink	sunk	allow
emptied	homely	remembering	shallow

51

Words we need when writing about the earth.

northern	geography	equator	strait
eastern	explore	glacier	ridge
southern	frigid	marsh	spring
western	torrid	marshes	solid
pole	peninsula	isthmus	cliff

52

Notice that in the following groups of words the ending *en* means *to make.*

loose	tight	sweet	flat
loosen	tighten	sweeten	flatten
light	straight	fright	white
lighten	straighten	frighten	whiten

53

Explain the differences in meaning.

climate	stride	piazza	fog
weather	strut	platform	drizzle
platter	fault	gallop	mist
plate	sin	trot	rain

54

Write a synonym in place of each underlined word. If you are in doubt, use the dictionary.

1. Always mean what you say.
2. A mean man is a poor neighbor.
3. Do you like to tramp through drifts of snow?
4. The logs drift down the river.
5. We are afraid of tramps.
6. Do not trip over that stone.
7. Last summer I took a trip to the seashore.
8. A watch was the prize for the best runner.
9. Every one should prize his good name.
10. Watch out when you cross the road.
11. The brave dog kept watch all night over his master's coat.
12. The sky is clear to-day.
13. Is to-morrow's lesson clear to you?

55

Write the sentences in exercise 54 from dictation. You should know how to spell all the words.

56

Pronounce these words, showing the syllables clearly.

automobile	edge	explanation	knit
auto	elevator	extra	knitting
garage	enter	faithful	misspell
gasoline	explain	coward	library
earn	believe	grasp	problem

57

Pronounce and use in sentences.

prunes	purple	scarf	voice
parsnip	razor	sprang	tip
starch	trap	valentine	favorite
time	escape	[1] excuse	lining
speck	plenty	[2] post card	deliver

58

Read the sentences given below. Make a list of the words which are spelled alike but pronounced differently. Mark the letters which change the pronunciation.

Write the sentences from dictation.

1. The wind blows hard.
2. It is time to wind the clock.
3. Will you lead the child across the street?
4. My lead pencil is broken.
5. Who will take the lead in marching?
6. Did you tear your dress?
7. Yes, but I did not shed a tear.
8. Let us have our picnic out in the old shed.
9. Have you an excuse for being late?
10. No, and so the teacher did not excuse me.
11. My books are close together in my desk.
12. Please close your spelling book.
13. If we do our work, we shall be dismissed at the close of school.

[1] Find *excuse* in the dictionary. Pronounce it and use it in a sentence when the *s* has the *z* sound; when the *s* has the *s* sound.

[2] Find *post card* in the dictionary. In what two ways may it be written? Which is the better way?

59

onounce each word.
onounce and spell the shorter word from which each
ıde.

sy	closely	fretting	cutter
y	folder	closing	discover
ming	leaky	risen	spoiled
ring	lined	snapped	tangled

60. Review

tied	southern	straighten	tighten
embering	weather	torrid	piazza
ern	frighten	fault	isthmus
en	mean	leaves	clear
ches	explain	faithful	believe
ry	knitting	misspell	trapped
es	piece	explanation	earn
ed	delivered	loud	favorite
mobile	gasoline	lead	scarf
	winding	purple	drifts
ch	speck	faucet	noticed
op	edge	sweeten	shallow
ring			grasp

61. 100% Test

nst	engine	baseball	daughter
el	bait	careful	lettuce
lay	almost	careless	pleasant
est	different	furniture	electric
dow	ought	lion	grade

62. 100% Test

evening	invite	forty	lunch
knock	fight	loose	guess
monkey	nurse	piano	mountain
quite	rough	swimming	pupil
truly	vacation	whether	trouble

63. 100% Test

creek	handkerchief	during	merry
measure	crowd	family	elephant
parade	ready	parents	grocery
sorry	track	road	groceries
train	wagon	suit	prairie

64. 100% Test

already	animal	ceiling	cellar
basement	buggy	beauty	breast
choose	coffee	dollar	clown
collar	scythe	dollars	second
doctor	ankle	board	bridge

65. 100% Test

beautiful	cheese	potatoes	bouquet
divide	buffaloes	Tuesday	autumn
circus	porch	coming	chocolate
soldier	February	which	Wednesday
soldiers	clothes	Saturday	church

66

words we need to use when we write about war.

peace	fort	company
order	cavalry	victory
lead	command	column
led	plume	capture
fought	wound	spear

/rite the plural forms of:
, battle, captain, enemy, order, spear, fort, plume, company, victory.
se in sentences the possessive singular forms of:
in, enemy, soldier.
ıe possessive plural forms of the three words in (*b*).

67

ıunce these words and explain the difference in meanveen the words in each group. Use the dictionary doubt.

	muzzle	roar	satchel
r	nozzle	cry	trunk
	mellow	gypsy	scorch
	juicy	tramp	scald
	pit	bolt	amount
er	well	lock	difference
	garage	peninsula	excuse
	barn	isthmus	forgive

68

Pronounce and use in sentences.

afterward	or	further	toward
either	nor	rather	unless
neither	instead	since	until

69

A review of syllables, accent, vowel and consonant sounds, and spelling.

When in doubt use the dictionary.

The words will be found in exercises 67 and 68.

A. Find and write three words of one syllable that are hard to spell.

B. Find and write three words of two syllables that are hard to spell.

C. Find and write all the words of four syllables.

D. Find and write:

(1) two words with a silent *e*.
(2) two words with a short *e*.
(3) two words with a long *e*.
(4) three words with a silent *i*.
(5) two words with a short *i*.
(6) two words with a short *a*.
(7) two words with a short *o*.
(8) two words with a long *o*.
(9) two words with a short *u*.
(10) two words with a hard sounding *c*.

E. Pronounce each *s* that you find in all the words.

F. Find four words with the accent on the last syllable.

70

nounce and use each word in a sentence.
tice that the second word in each group is made by g a letter or syllable to the first word.

t	pack	pave	poke
tful	package	pavement	poker
	pray	travel	strange
ly	prayer	traveler	stranger

71

nounce and give the shorter word from which each se is made. Use both words in sentences.

d	amused	refused	sparkled
d	baled	captured	spared
ed	surprised	dined	sprinkled
ved	saved	shaped	muzzled

nounce and use in a sentence each word in the four ing exercises.

72

	torch	platform	direction
	torches	medicine	gilt
	pale	arrest	coffin
s	numb	important	proud

73

	croup	guide	disagree
	eke	distance	seam
iers	quit	master	strap
	meant	shown	lent

74

brain	sandwich	poison	soda
mask	sandwiches	scales	park
paragraph	practice	sewer	patch
succeed	simple	test	[1] depot

75

gather	return	hinder	canned
gathered	suffer	hindered	skimmed
hollow	wander	stretch	slam
smother	wanders	scowl	slammed

76. Review

What words are made by adding *ed* to hollow, smother, return, wander, stretch, scowl?

peace	fought	traveler	gypsy
fierce	roar	cavalry	amount
either	unless	instead	wound
until	doubtful	package	pavement
stranger	bury	surprise	soldier
receive	waist	medicine	proud
poem	poison	disagree	seam
brain	paragraph	succeed	practice
depot	cannon	enemies	command
spear	column	further	afterward
battle	enemy	company	neither
rather	orderly	companies	toward
wasted			numb

[1] Find the word *depot* in the dictionary. How should it be pronounced?

76

What does each underlined word mean? Use the dictionary when in doubt.

Write the sentences from dictation.

A

1. The column of soldiers marched down the street.
2. The pupils added the column of figures.
3. A dog does not like to wear a muzzle.
4. The muzzle of the cannon was five inches across.
5. A swallow flew out of the barn.
6. We should chew our food before we swallow it.
7. We ought to treat all animals kindly.
8. A plate of ice-cream is a great treat.
9. Children put flowers on the soldier's grave.
10. Some people are grave and some are jolly.

B

1. Please wait till I come.
2. We must till the soil, if we wish plants to grow.
3. The clerk took change from the till.
4. How many feet are there in a cord of wood?
5. My Christmas present was tied with a cord.
6. The captain gave the order to march.
7. There is good order in our school.
8. Does not every one pity a man who has lost his sight?
9. My pencil is nowhere in sight.
10. The Indian chief is the chief man in his village.

77

The following exercises are reviews of common fifth-grade words that pupils of this grade often misspell.

A

accept	believe	carrying	center
accepted	dining	bicycle	else
apiece	fierce	enjoy	gather
depot	medicine	negroes	gathered
field	neither	steak	succeed

B

arrest	biscuit	automobile	chief
close	dismiss	either	blossom
except	geography	ladies	distance
height	taste	unless	watch
tale	until	vegetable	watched

C

colored	awhile	division	drowned
expect	common	business	park
instead	lilies	noticed	slippers
meant	please	since	together
quit	scholar	sandwiches	stayed

D

countries	button	cousin	practice
library	cliff	police	croquet
plenty	prize	policeman	receive
toward	twelfth	visit	received
weather	surprise	products	separate

STORIES ABOUT WORDS

How We Got the Word Handkerchief

The word *handkerchief* is a long word. It has been growing for a very long time as we shall learn from its history.

Many years ago women used to wear a piece of cloth or lace over their heads, as indeed they often do now. But in those days *head* was called *chief* and a *covering* was called a *ker.* So the *covering for the head* they called a *kerchief.*

After a time it became the fashion to carry the *kerchief* in the hand, as women now often carry shawls over their arms. Then the *kerchief* soon came to be called a *handkerchief.*

When women had pockets and carried their *handkerchiefs* in them, the *handkerchief* became a *pocket handkerchief.* This is a long name for a very small piece of cloth, is it not?

How a Goat Gave Us a Word

All boys and girls have read about goats, even if they have never seen them. The butting of goats, especially of the father goats, called rams, has interested people of all ages for many hundreds of years.

So, when in ancient times a machine was made to break down the walls of forts in times of war, it was called a *ram.* A *ram* was also built on the front part of warships to *butt* into the ships of the enemy. You may be interested to read about these *rams* in books in the library.

The word *ram* is now used in a number of ways. When a person pushes things hastily into a drawer, it may be said that he *rams* them into the drawer. Or we may say that a person *rams* his hat down over his head, when he pulls it down farther than usual. There is also a kind of pump that is called a *ram.* We use *ram* in these ways all because the he-goat, or ram, has had such a reputation for *butting*, wherever he has been known.

Who Named the Sandwich?

Have you ever eaten a sandwich, two slices of bread with a bit of meat between them? Two hundred years ago there was a man called the Earl of Sandwich who liked to play cards so well that he could not leave his game to eat his meals. So he invented the *sandwich* that he could eat while he played. It was not long before his friends found that two slices of bread with a slice of meat, or some other filling, between them made a good luncheon, and not having a better name, they called it a sandwich.

How the Days of the Week Got Their Names

The seven days of the week were named by the people who lived long, long ago in Europe.

The first day of the week they called the sun's day or Sunday.

The second day they called the moon's day or Monday.

One of the many gods was Tew. He was very brave and they thought that he helped them when they went to war. So they called the third day of the week Tew's day or Tuesday.

The king of their gods was Woden. The fourth day they called Woden's day or Wednesday.

Thor was the one who made thunder and lightning. The fifth day was named for him. Thor's day or Thursday.

Freya was the wife of Woden and they called the sixth day Freya's day or Friday.

There was a god named Saturn who, they thought, helped them when they planted their gardens. They named the last day of the week after him, calling it Saturn's day or Saturday.

SIXTH GRADE

TO TEACHERS

Attention is called to the "Suggestions to Teachers" in the book for Grades II–IV and in this book, also to the notes to teachers at the beginning of Grade V.

The 100% tests consist of the most fundamental words for pupils to master for spelling. The words in exercises 58–61 are largely supplementary.

The dictionary is of little use in matters of pronunciation unless one knows accurately the long and short sounds of vowels and the sounds of *c*, *g*, and *s*. While these points were dwelt on in Grades III and IV, they are reviewed briefly in this grade for those classes that have not had the earlier training. Pupils should be taught to consult the dictionary when the meaning of any word is in doubt.

The dictionary exercises are so arranged that they may be omitted when for any reason it is necessary to do so. In any case they should not crowd out the study of the use and spelling of the words.

The section, "Stories about Words," at the back of the book may be used at the close of the year for dictation exercises. This section contains no words beyond the sixth-grade vocabulary.

It is strongly urged here, as in previous notes to teachers, that each pupil keep a list of words that he misspells. From this list should be withdrawn, from time to time, those words that have been learned, and to it should be added the new words that need further study.

The words in the following twelve exercises have been studied and reviewed repeatedly in previous grades. Pupils in these grades have found them troublesome. Sixth-grade pupils should not be satisfied until they spell these words correctly every time they use them.

All the words in an exercise should be pronounced thoughtfully by several pupils. The exercise should then be dictated as a test.

1. 100% Test

cough	buy	February	used
whole	half	lose	where
week	Tuesday	sure	done
very	could	would	here
their	separate	meant	many

2. 100% Test

writing	much	through	business
does	blue	which	friend
tired	coming	there	been
minute	instead	don't	making
some	since	dear	says

3. 100% Test

guess	laid	said	color
having	choose	enough	busy
doctor	read	sugar	trouble
believe	ache	raise	hour
just	whether	knew	tear

4. 100% Test

ready	women	can't	easy
two	write	loose	seems
wear	once	Wednesday	every
hear	went	country	they
though	early	know	break

5. 100% Test

again	answer	piece	hoarse
none	too	straight	wrote
often	forty	shoes	beginning
heard	among	truly	any
won't	built	to-night	uses

6. 100% Test

before	getting	brought	found
bought	caught	picked	picture
for	pair	played	present
month	picnic	right	than
nearly	pretty	sitting	thought

7. 100% Test

because	berries	dropped	lessons
didn't	known	nickel	robin
money	need	remember	running
o'clock	quiet	rode	crowd
stopped	studying	clothes	different

8. 100% Test

dollar	electric	evening	family
engine	dropped	holiday	lettuce
parents	piano	pleasant	train
prairie	quite	swimming	either
vacation	bicycle	close	library

9. 100% Test

aloud	becoming	perhaps	please
weather	rough	carriage	touched
spoonful	practice	receive	suppose
stain	surprise	together	twelfth
until	visit	reached	people

10. 100% Test

answered	cousin	drawer	handkerchief
cities	except	cotton	replied
umbrella	useful	village	whom
woolen	mail	catch	clothing
watch	fight	walk	soap

11. 100% Test

ground	teach	earth	office
point	happen	steam	died
sight	fought	might	chain
drill	railroad	heart	center
world	mountain	build	aunt

12. 100% Test

fifth	size	unless	question
mean	thoughts	matter	sorry
young	something	learn	death
accept	writes	eight	dead
afraid	fourth	refuse	figure

13

The following are sixth-grade words that need no study for meaning.

surely	swift	beyond	syllable
certainly	although	thankful	weep
cheap	unable	truthful	wept
exercise	willing	within	forefinger
twenty-five	least	disagree	grammar

Dictionary Study

Arrange the words in this exercise as they would be arranged in the dictionary. See the "helping words" at the top of the page in the dictionary.

The word *twenty-five* is made of two words that are separated by a hyphen. To see how the dictionary shows this, find the word *tomato*. We shall see that in the dictionary the division of words into syllables is shown in two ways: (1) by a little dash, (2) by the accent mark, as *to-ma'to*. But, if the word is made of two words that are to be kept apart, a longer, heavier line is used, a hyphen, as *to–mor'row*. See also the word *tom–tom*, near *to–morrow*.

Find other words with hyphens.

14

Pronounce and spell from dictation.

grateful	health	eager	journey
hyphen	armor	sick	safely
shears	mistake	sickness	sought
silence	mistaken	mend	lonely
measles	mistook	mischief	near by

15

Pronounce and use in sentences.

absence	area	address	audience
bargain	final	addressed	material
disagreeable	finally	addresses	mischievous
physiology	invitation	brakeman	worry
accepted	kerosene	cereals	worried

Dictionary Study

Copy the words of this exercise, dividing them into syllables and marking the accents. Look up each word in the dictionary and correct any mistakes you find you have made.

You will notice that the word *disagreeable* has two accent marks, *dis'a-gree'a-ble*. Most long words have two accents. The *strong* accent is shown by a heavy, black mark, the *light* accent by a lighter mark. Pronounce this word to show the two accents.

Find other long words in this exercise that might possibly have two accents. Mark them as you think they should be and find from the dictionary whether or not you are right.

Be careful about the accent of the word *address*.

16

Some words needing little study for meaning.

coconut	cloves	label	attention
frown	fear	easily	cunning
cushion	hinge	hoping	giggle
gape	neighbor	usual	overalls
lovely	difficult	cottage	kindness

Dictionary Study

A long vowel is marked with a straight mark over it, as *ā*. Long *a* is sounded like *a* in *hāte*. Find a word above that has the long sound of *a*. Find how the word is marked in the dictionary.

The short sound of *a* is found in the word *hăt*. It is marked *ă*. Find a word above with short sound of *a*.

Long *e* is marked *ē*. It sounds like *e* in *bē*. Find two words above with the long sound of *e*.

Short *e* is marked *ĕ*. It sounds like *e* in *fĕd*. Find two words above with the short sound of *e*.

Long *i* is marked *ī*. It sounds like *i* in *īron*. Find one word above with the long sound of *i*.

Short *i* is marked *ĭ*. It sounds like *i* in *ĭt*. Find five words above with the short sound of *i*.

Long *o* is marked *ō*. It sounds like *o* in *gō*. Find four words above with the long sound of *o*.

Short *o* is marked *ŏ*. It sounds like *o* in *dŏll*. Find one word above with the short sound of *o*.

Long *u* is marked *ū*. It sounds like *u* in *mūle*. Find one word above with the long sound of *u*.

Short *u* is marked *ŭ*. It sounds like *u* in *cŭp*. Find three words above with the short sound of *u*.

17. Review

agree	certain	least	hyphen
truthful	disagree	cheap	beyond
syllable	absence	although	grammar
bargain	finally	accepted	address
mischievous	health	measles	eager
grateful	safely	journey	near by
shears	mischief	sought	lonely
mistaken	kerosene	silence	worry
frown	brakeman	gape	worried
fear	neighbor	kindness	physiology
surely	swift	weep	forefinger
willing	unable	wept	exercise

18

These words are often pronounced carelessly. The troublesome part is underlined. Practice careful and accurate pronunciation until it becomes a habit.

adventure	govern	real	several
manufacture	governor	really	breadth
nature	government	arctic	length
natural	thrown	antarctic	catsup

Dictionary Study

Sixth-grade pupils can hardly be expected to learn unaided the correct pronunciation of these words from the dictionary. The teacher should pronounce the words and have the pupils learn from imitation. The class may then be shown how to use the "helping words" at the foot of the dictionary pages.

19

Pronounce and explain the meaning.

beaten	cheaper	dumb	knob
appear	chiefly	foreign	limb
appeared	debt	hygiene	ledge
boast	folks	jealous	midnight

Dictionary Study

Copy the words in this exercise and cross out all silent letters.

20

Pronounce and explain the meaning.

cash	bind	decide	hero
appetite	arrive	subject	heroes
arrange	denies	afloat	putty
merit	hostile	improve	perfume

Dictionary Study

Copy the words in this exercise and mark the long and short vowels — no others.

21

The words in each group are synonyms.

width	odor	gem	clumsy
breadth	scent	jewel	awkward
cipher	active	burden	pantaloons
zero	lively	load	trousers

22. Review

govern	length	dumb	hygiene
governor	breadth	jealous	arrive
government	boast	decide	clumsy
really	cheaper	heroes	limb
throw	debt	width	chiefly
arctic	foreign	odor	trousers
several	ledge	load	jewel
nature	arrange	awkward	appetite
beaten	denies	gem	manufacture
appeared	usual	scent	lively
perfume	afloat	thrown	adventure
antarctic	hostile	midnight	folks

23

Pronounce and explain the difference in meaning.

conquer	firm	bracelet	mason
surrender	gentle	locket	plumber
weak	trough	dent	polish
timid	cistern	puncture	varnish

24

Pronounce and explain the difference in meaning.

deaf	dwarf	stew	wash
dumb	giant	roast	rinse
plaster	matting	limber	meeting
cement	mattress	spry	audience

ıe exercises on this page are a review or a second review
ĸth-grade words previously studied.

25. 90% Test

ıce	bargain	cunning	foreign
pted	beyond	cushion	frown
ːessed	boast	debt	government
ɔugh	breadth	decided	governor
ːars	catsup	difficult	grammar
ːtite	cereals	disagreeable	grateful
ic	certainly	dumb	health
nged	cheap	denies	hero
ɾed	chiefly	eager	heroes
ntion	cipher	easily	hinge
ence	clumsy	fear	hoping
ward	coconut	finally	hygiene

26. 90% Test

ıen	lovely	putty	swift
ːoved	manufacture	real	syllable
ːation	material	really	thrown
ɔus	measles	safely	truthful
ney	midnight	scent	unable
sene	mischief	several	usual
ness	mischievous	shears	weep
ː	mistaken	sickness	wept
th	nature	silence	width
ˌ	near by	sought	willing
y	neighbor	subject	worried
ly	physiology	surely	worry

27

Pronounce and explain the difference in meaning.

determined	engineer	writer	verse
stubborn	conductor	printer	chapter
sliver	groan	badge	awful
board	moan	label	wonderful
plank	mutter	brand	terrible

28

Pronounce and explain the meaning.

court	president	accuse	sentence
trial	mayor	arrest	murder
dispute	judge	rogue	murderer
guard	seek	revolver	wicked

29

housekeeper	mince	preserves	nephew
housekeeping	mincemeat	guest	niece
chamber	salad	orphan	relative
laundry	custard	male	maid
bureau	asparagus	female	maiden

Dictionary Study

The consonants *c*, *g*, and *s* have two sounds each.

Find an example of each sound in the words above.

When *c* sounds like *k*, as in *cat*, it has the hard sound. When it sounds like *s* as in *city*, it has the soft sound.

30. Review

conquer	cement	weak	polish
deaf	surrender	matting	roast
rinse	audience	determined	judge
engineer	writes	badge	bureau
wonderful	dispute	trial	guest
guard	president	revolver	seek
accuse	arrest	laundry	maid
wicked	chamber	asparagus	niece
mayor	mincemeat	preserves	nephew
gentle	salad	custard	plumber
orphan	brand	chapter	moan

Dictionary Study

The letter *g* has the hard sound in the word *g̈et* and the soft sound in the word *gem*, where it is pronounced like *j*. See the dictionary.

Pronounce the words in exercise 30 in which there is the letter *g*. State which have the hard and which the soft sound.

Pronounce the words in exercise 30 in which there is the letter *c* (excepting *ch*). State which have the hard and which the soft sound.

31

Pronounce and use in sentences.

lungs	organs	heal	nostrils
nerves	digest	disease	recover
artery	hospital	healthy	saliva
veins	weakness	patient	vaccinated

32

blizzard	capsize	channel	plateau
cyclone	gale	district	parallels
voyage	navy	surface	pebbles
vessel	customs	zone	gravel
tide	compass	view	scene

33

moisture	cultivate	graze	herd
drain	harrow	grazing	herding
drainage	irrigate	agriculture	shear
source	irrigation	planter	creature
lizard	alligator	pool	clipped

Dictionary Study

The letter *s* sometimes sounds like *s* and sometimes like *z*. In the words *sit* and *nest*, *s* has the "sharp" sound. In the words *use* and *poison*, *s* has the sound of *z*. See the dictionary.

In exercises 32 and 33 pronounce the words in which there is an *s*. State in each case whether the *s* has the "sharp" or the *z* sound.

34

Words used in the study of grammar.

noun	subject	modify	conjunction
verb	predicate	modifies	preposition
adjective	phrase	modifier	article
adverb	pronoun	singular	connects
grammar	composition	plural	connected

35. Review

nerve	digest	vein	heal
weakness	arteries	hospital	vaccinate
disease	blizzard	patient	cyclone
voyage	compass	channel	vessel
zone	view	plateau	irrigate
parallels	scene	source	grazing
moisture	drainage	creature	clipped
saliva	shear	cultivate	surface
recover	graze	alligator	capsize
pool	harrow	pebbles	district
district	lungs	nostrils	irrigation
lizard	healthy	tide	navy

36

What shorter words can you find in the words in the last two columns?

memory	task	safety	joint
curiosity	vest	forgotten	respectfully
flame	excursion	compared	equally
list	coin	darkness	sweater

37

Pronounce distinctly.

ninth	thirteenth	sixteenth	nineteenth
eleventh	fourteenth	seventeenth	twentieth
twelfth	fifteenth	eighteenth	hundredth
tenth	fourth	sixth	eighth
thirtieth	fortieth	fiftieth	sixtieth

The exercises on this page are a review or a second review of sixth-grade words previously studied.

38. 90% Test

accuse	compass	gravel	limber
agriculture	conductor	grazing	lungs
arrested	creature	groan	maid
artery	cultivate	guard	maiden
awful	cyclone	guest	matting
badge	deaf	heal	mayor
blizzard	digest	healthy	meeting
bureau	disease	hospital	minceмeat
cement	dispute	irrigate	moan
chamber	drain	irrigation	moisture
channel	drainage	judge	murderer
chapter	engineer	laundry	mutter

39. 90% Test

navy	plateau	salad	trial
nephew	plaster	saliva	vaccinate
nerves	preserves	scene	veins
niece	president	shear	verse
nostrils	printer	sliver	vessel
organs	recover	source	view
orphan	recovered	spry	voyage
parallel	relative	stewed	weakness
patient	revolver	stubborn	wicked
pebble	rinse	surface	wonderful
plank	roast	terrible	writer
planter	rogue	tide	zone

40

ounce and explain the meaning.

	certain	close	possible
sfy	uncertain	enclose	expected
:	fortune	close	perfect
ent	misfortune	inclose	proper

Dictionary Study

the meaning of the word *pre'fix* in the dictionary.
syllable *pre* in the word *prefix* is itself a prefix, mean-
re.
t syllable is *fixed* or placed before the word *satisfy?*
loes this prefix mean?
: do the prefixes *im, un, mis, en,* or *in* mean in the
bove?
: prefix would you add to each of the words in the last
of this exercise, if you wanted to give a *not* mean-

you think of any other words with a prefix meaning

41

ounce and explain the meaning of each word, using
ionary when in doubt.

in	tone	program	theater
inment	note	gallery	curtain
:	noted	scenery	screen
	musician	decorate	motion
	choir	decorated	picture

42. Review

noun	preposition	curiosity	task
pronoun	article	safety	forgotten
adjective	connect	darkness	excursion
grammar	memory	respectfully	equally
subject	list	fourteenth	inclose
phrase	coin	dissatisfied	possible
modify	joint	perfect	entertain
modifier	sweater	uncertain	audience
singular	eighteenth	misfortune	musician
conjunction	nineteenth	theater	scenery
plural	connects	compared	flame
twentieth	vest	composition	modifies

43

Pronounce carefully the following words. Use each one in a sentence that will show its meaning.

prince	assist	doubt	debt
princess	assistant	doubtless	debtor
actor	mercy	correct	preach
actress	merciful	correctly	preacher

Dictionary Study

Find the word *suf'fix* in the dictionary. What change in meaning is made by adding the suffix to the first word in each of the groups above?

44

ıounce and explain the meaning.

settle	independent	states
discovery	independence	boundary
pioneer	patriot	pledge

45

ounce and use in sentences.

ıs	deceit	worth	report
	grace	value	act
t	respect	thought	vote
ıl	trust	speech	weave
	(*-ful*)	(*-less*)	(*-er*, *-or*)

Dictionary Study

the suffix at the bottom of each column to the words
column. Pronounce the new words and use them
ences.
areful to drop the final *e* in *weave* and *vote* before add-

t changes in meaning do the suffixes *er* and *est* make
they are added to adjectives? Example: *deep*,
deep-est.

46

adjectives we should be able to use.

	crimson	ignorant	successful
ring	gloomy	greenish	unfortunate
ve	fertile	horrible	striped
ry	brownish	fragrant	plain

47. Review

princess	doubtless	nation	debtor
assistant	union	correctly	colony
merciful	independent	boundary	preacher
discovery	patriot	anxious	independence
pioneer	pledge	respectful	earnest
deceit	graceful	thought	speech
weave	talkative	calm	contrary
plain	successful	fragrant	unfortunate
striped	gloomy	fertile	deeply
ignorant	crimson	chattering	gradually
actor	gradual	trust	brownish
doubt	vote	report	greenish

48

Pronounce each adjective and give the word that has an opposite meaning (antonym).

moist	level	weak	wholesome
obedient	rapid	stout	weary
industrious	sensible	wise	tiny
mighty	unpleasant	civilized	plucky

49

Some common verbs we should spell correctly.

interrupt	supply	shout	invent
meddle	supplies	wove	oblige
stumble	renew	woven	prepare
remove	interest	join	notice

he exercises on this page are a review or a second review xth-grade words previously studied.

50. 90% Test

›r	choir	deceitful	gracefully
ess	coin	decorate	gradually
ctive	colony	discovery	hundredths
erb	concert	earnestly	ignorant
ious	conjunction	entertainment	impatient
cle	connect	excursion	inclose
st	contrary	fifteenth	inclosed
stant	correct	forgotten	independence
ndary	correctly	fourteenth	independent
n	crimson	fragrant	joint
ain	curiosity	gallery	memory
ttering	darkness	gloomy	merciful

51. 90% Test

lifier	pioneer	respectfully	thirteenth
lify	plainly	safety	thought
ion	pledge	satisfy	uncertain
ician	plural	settled	unexpected
on	possible	settler	union
teenth	preacher	seventeenth	value
h	predicate	singular	verb
ed	preposition	sixteenth	vote
n	program	speech	voter
iot	pronoun	successful	voting
ect	proper	sweater	weave
ase	reporter	theater	worth

52

Some words made by putting two words together.

The first five words are easy to understand. The rest of them are foreign words.

Kindergarten is a German word, in which *kinder = children;* and *garten = garden.*

The other words are Greek, in which *phono = sound; photo = light; graph* or *grapho = write; tele = distant.* Explain the meaning of each word.

evergreen	halfway	photograph
gentleman	kindergarten	telephone
gentlemen	phonograph	telegraph
hardware	graphophone	telegram

NOTE. A telephone is sometimes called a *phone.*

53

Verbs we should know how to spell.

attack	disappoint	flee	handle
carve	examine	fled	form
wring	strip	reckon	tremble
stare	stripped	repeat	relate

54

Other verbs we should know how to spell.

cheer	loaf	intend	wither
express	marry	shudder	withered
inquire	married	whirl	sift
lie	marries	whirled	tend

55. Review

ky	sensible	unpleasant	hardware
t	supplies	civilized	kindergarten
:e	oblige	interest	weak
e	evergreen	stout	relate
ient	woven	photograph	wholesome
	gentleman	tremble	phonograph
are	telephone	form	disappoint
ıble	handled	repeat	many
y	flee	examine	inquire
strious	telegram	attack	express
ıty	level	remove	wise
rupt	meddle	rapid	halfway

56

me words used in business.

:hant	wholesale	profit	cashier
	retail	loss	charge
ner	commerce	losses	bill
c.	customer	payment	collect
ht	unpaid	owe	receipt

57

me words used in manufacturing.

ufacture	mineral	industry	manage
ufacturing	metal	wage	manages
	metals	wages	manager
r	steel	promotion	machine
ng	zinc	reward	motor

Some words used in sports.

58

sport	rush	shriek	succes[illegible]
sports	rushes	injure	succes[illegible]es
tennis	rushed	injury	defeat
racket	strength	injuries	effort
winner	temper	limb	patien[illegible]e

59

wrestler	course	contest	target
train	leap	timid	targets
trained	leaped	curve	severe
tired	tackle	curved	severel[illegible]y
control	determine	rapidly	clever

Some common verbs.

60

claim	disturb	favor	mention
snatch	commence	omit	prefer
state	commenced	omitted	preferred
stated	recall	compare	solve
respond	pretend	encourage	solves

61

conquer	wear	remind	relieve
urge	worn	stuff	relieved
urges	continue	demand	explode
urged	continues	advise	describe
consent	deceive	advises	attempt

62. Review

partner	steel	commence	receipt
freight	wholesale	payment	injury
mining	retail	motor	leap
collect	machine	strength	cashier
reward	winner	control	success
train	determined	effort	disturbs
severe	claim	recall	defeat
patience	responds	pretend	commences
compare	favored	urges	encourage
mention	conquered	relieve	deceived
customer	owe	manufacturing	manage
wrestler	prefer	commerce	firm

The next two exercises contain common words that sixth-grade pupils doubtless use and that they should spell correctly.

63

newspaper	thermometer	birth	triangle
print	refrigerator	wedding	habit
printer	season	couple	thirst
printed	secret	equal	thirsty
contain	secretly	carpenter	funeral

64

dye	description	examine	fright
rise	priest	examination	frightened
risen	quote	education	rude
correction	quotation	necessary	rudely
damage	tunnel	foundation	advice

The exercises on this page are a review or a second review of sixth-grade words previously studied.

65. 90% Test

advise	defeat	invent	misfortune
agree	described	joined	moist
attempted	determined	leaped	motor
cashier	disappoint	level	obedient
cheer	effort	loss	obliged
claims	encourage	machine	owe
collect	examine	maiden	partner
compared	expressed	married	patience
course	freight	marry	payment
curve	handled	mentioned	phonograph
customer	injury	metal	preferred
deceive	interesting	mineral	prepare

66. 90% Test

pretend	shudder	stuff	unpleasant
profit	sift	stumble	urge
promotion	snatch	success	wages
rapidly	solve	supplies	weak
receipt	solved	supposed	weary
remind	sport	telegram	wholesale
retail	stare	telegraph	wholesome
reward	steel	telephone	winner
rushed	stout	temper	worn
sensible	strength	timid	wove
severe	strip	train	woven
severely	stripe	trembles	wringer

Words in exercises 67 to 70 are review sixth-grade words.

67. 100% Test

absence	arrived	bargain	certainly
although	article	boundary	coconut
anxious	articles	bracelet	control
arranged	audience	breadth	course
arrive	awful	certain	creature

68. 100% Test

custom	describe	engineer	fortune
decide	disagreeable	entertainment	government
decided	disappoint	exercise	gracefully
decorate	disease	finally	grammar
decorated	easily	foreign	guard

69. 100% Test

guest	interest	laundry	motor
health	invitation	length	musician
hoping	jealous	material	nature
hospital	journey	measles	necessary
hygiene	kerosene	motion	neighbor

70. 100% Test

nephew	preparing	several	theater
niece	really	source	vaccinate
parallel	receipt	speech	veins
prepare	respectfully	syllable	width
prepared	scenery	telephone	wonderful

STORIES ABOUT WORDS

Proverbs

A proverb is a wise thought put into a few words. The common proverbs are very old, so old that no one knows who first said them.

"New brooms sweep clean" is one of these very old proverbs. That is a short way of saying that one who takes up a new task works harder at the beginning than he does later when he is tired of it. Do you think this is true?

What do you suppose these proverbs mean?

Too many cooks spoil the broth.
Still waters run deep.
The early bird catches the worm.
A rolling stone gathers no moss.
Where there's a will, there's a way.
Look before you leap.
Little pitchers have big ears.
Time and tide wait for no man.
Birds of a feather flock together.
A friend in need is a friend indeed.
A stitch in time saves nine.
Take care of the pence and the pounds will take care of themselves.
There's many a slip between cup and lip.
A bird in the hand is worth two in the bush.

The last two proverbs above are more than two thousand years old. The two that follow are bits of advice. Should you always obey them?

Don't jump from the frying pan into the fire.
Let well enough alone.

STORIES ABOUT WORDS

Nature Phrases

Nature is a very old teacher. She has helped people to express some of their thoughts in a very lively, interesting way. What is the meaning of these phrases?

a sea of trouble
a peck of trouble
a storm of anger
a gale of laughter
a torrent of words
as hungry as a wolf
as hungry as a bear
as cunning as a fox
as slow as a snail
as gentle as a lamb
as quick as a cat
as brave as a lion
as stubborn as a mule
as proud as a peacock
as greedy as a pig
as busy as a bee
as stupid as a donkey
as light as a feather
as heavy as lead
as gay as a lark

There is a tiny worm that lives in old books, and eats the paste in the binding and sometimes the paper. It is called a *bookworm*. So it comes to pass that a person who spends most of his time reading books is also called a *bookworm*.

STORIES ABOUT WORDS

How Words Have Changed Their Meaning

You know how people change as they grow old, do you not? You yourself were once a little baby. There are many ways in which you have changed and will change again if you live a long time.

Many words are many hundred years old and they too have changed, some in spelling and some in meaning. Here are a few examples of words that have changed their meaning:

The word *cunning* was once used to describe a man who knew how to do his work well. People used to say of one man that he was a *cunning weaver*, of another that he was a *cunning farmer*, or *carpenter*, or *carver*. What do you mean when you use the word *cunning?*

The word *pioneer* first meant a soldier who did the hard work of clearing a way through forests and marshes for an army. Such a man was lower than a common soldier in grade and was not highly regarded. But to-day we call any one a pioneer who does something useful before any one else does it, and we now think very highly of pioneers. A discoverer is a pioneer. What persons have you read about in history or elsewhere whom you would call pioneers?

In former times the word *soon* meant *now*. In those days when one said, "I will do it *soon*," he meant, "I will do it *at once*." But people got into the habit of being *slow* in doing what they had promised to do *at once*. After a while no one expected a person to do a thing *at once* when he had said he would do it *soon*. So in the course of time *soon* came to mean *pretty soon*, or *in a short time*.

This same change in meaning came about with the words *presently*, *directly*, and *by-and-by*. At first they meant *now*, *this minute*, *at once*. In Scotland even to-day *presently*

means *now*, but in our country these words all mean *in a short time*.

Do you think the change in meaning of these words shows that people have become lazy?

Another word that has changed its meaning is *crazy*. Long ago it meant *cracked* or *shaky*. If a house was ready to fall, it was said to be a *crazy* house. Later any one who was weak or sickly was spoken of as *crazy*. But now only one who has a weak mind is called *crazy*. We all have a *crazy* or funny bone. Where is it?

The word *house* once meant a building, but now it is often used instead of *household* to refer to the people in the house, as, "The noise disturbs the whole *house*." House is also used in the expressions, House of Representatives, the upper and lower houses of Congress.

In former times the word *tide* was used instead of *season* or *time*. It was common to speak of Eastertide and Christmastide. Now we say "Christmas or Easter time or season." *Tide* is now used only to refer to the daily rise and fall of the ocean.

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